

# Literacy Links

Volume VI, Issue 2

September 2005

## Coming Events:

- ELA Fall Update  
September 12, 2005—  
**CANCELLED**
- ELA Support Documents  
Professional  
Development  
September 13, 2005—  
**CANCELLED**
- ELA Best Practice  
Seminar Series, All grades  
Cathy Toll  
Embassy Suites  
September 23, 2005
- WIN Conference  
Palmetto Expo Center  
Greenville  
October 6-7, 2005

For information about these programs, please refer to the articles in this issue of *Literacy Links*. This issue and past issues of *Literacy Links* can be found on the State Department's web page at [www.myscschools.com](http://www.myscschools.com).

## Inside this issue:

- ELA Best Practice 2  
Seminar Series
- Conferences for 3  
2005-06
- English I and 4  
WIN Updates
- Media Literacy 5
- Student Writing 6  
Opportunities
- New 8th Grade 7  
Class
- Part II of a 8  
Coach's Success

## Limits on Non Essential Travel Cancel Sessions

The following is an excerpt from an e-mail from September 13, has also been cancelled.  
Inez regarding state travel.

"We have received a request from the State Budget and Control Board asking all state employees to limit any work-related travel for purposes that are not 'absolutely essential' over the next few weeks. Governor Sanford has requested that all agencies take whatever measures are necessary to conserve fuel. This applies to both the use of official state vehicles and personal cars for trips subject to reimbursement."

In order to adhere to these requests, the ELA Update scheduled for Monday, September 12, has been cancelled. In addition, the ELA Standards Support Document sessions scheduled for Tuesday, September

District coordinators will receive an e-mail with an "annotated agenda" listing the items that were to be discussed. Contact information will be included.

For those school and district teams planning to attend the September 13 session, it will be necessary to re-register for one of the remaining fall sessions. The dates for the remaining sessions are November 17 or December 7. A registration form for those sessions is included with this newsletter.

**Should you have questions regarding session cancellations, please contact Cathy Jones at [cjones@sde.state.sc.us](mailto:cjones@sde.state.sc.us) or 803-734-0790.**

## Sessions Offered to Support ELA Standards

In order to continue to support the effective implementation and understanding of the English language arts (ELA) standards, the ELA team at the State Department of Education (SDE), in collaboration with other teams and offices at the SDE and state educators, has developed documents to support the ELA standards.

These support documents include support documents for each of the four strands of the standards (reading, writing, communication, and research); unit modules for each of the grade bands (preK - grade 2, grades three - five, grades six - eight, and English I - English 4); additional resources including professional resources (labeled Best Practice Resources on the website); and a document that connects the ELA standards to the Revised Bloom's Taxonomy.

**The link to the documents is <http://www.myscschools.com/offices/cso/standards/ela/default.cfm>.**

Professional development on the use of these support documents will be provided for school teams beginning this fall with a follow-up session during the spring of 2006.

It is strongly encouraged that schools form a team structure consisting of an administrator, a teacher representing each grade band, and a media specialist or special educator. School teams may choose a fall date and a spring date they wish to attend, but the team should attend the sessions together. It will be the school team's responsibility to share the information at the school level. District office staff may attend any session with any school team.

**You do not need to register for these sessions if your school is involved in the South Carolina Reading Initiative (SCRI K-5 Phases 1, 2, and 3; SCRI-MG Phases 1 and 2; and SCRI-HS), SC Reading First, or SC READS. These groups will have separate sessions.**

**Also, schools with an absolute rating of unsatisfactory or below average by the Office of School Quality do not need to register. A session will be held for these schools and related specialists through the Office of School Quality.**

The registration form included in this newsletter lists the dates and locations for these professional development sessions. Please note that sessions scheduled for the Columbia Metropolitan Convention Center will be relocated. Location information will be in the October *Literacy Links*. Each session will begin at 9:30 a.m. and end at 3:30 p.m. Lunch is provided.

**If you have questions regarding the support documents or the accompanying professional development, contact Cathy Jones at 803-734-0790 or [cjones@sde.state.sc.us](mailto:cjones@sde.state.sc.us). For registration questions, contact Judy Redman at [jredman@comporium.net](mailto:jredman@comporium.net).**

## ELA Best Practice Seminars Start New School Year

A series of seminars highlighting best practices in the area of English language arts (ELA) will again be offered during the 2005-2006 school year to South Carolina K-12 educators by the ELA Team in the Office of Curriculum and Standards and the South Carolina International Reading Association (SCIRA).

A chart indicating the session dates, locations, registration deadlines, and topics is included in this newsletter. A registration

form and instructions are also included. Please note that you may register for several sessions on one registration form.

**Special Note:** Several sessions have been added since the August issue of *Literacy Links*. Those sessions are bolded on the chart for your convenience. Please make a note of these additions and changes.

**If you have questions regarding your**

registration, contact Judy Redman at [jredman@comporium.net](mailto:jredman@comporium.net). If you have questions about the topics, or the presenters, please contact Cathy Jones at [cjones@sde.state.sc.us](mailto:cjones@sde.state.sc.us) or 803-734-0790.

In the event of inclement weather in the Columbia area, please call 803-734-0790 after 6:00 p.m. the day prior to the session for cancellation information.

Date	Presenter	Audience	Topic	Location
September 23, 2005	Cathy Toll	All	Coaching and Reflective Practice	Embassy Suites
<b>October 11, 2005</b>	<b>Patrick Allen</b>	<b>Elementary</b>	<b>Conferring through Reading/Writing Workshop</b>	<b>Columbia Conference Center</b>
<b>October 20, 2005</b>	Cris Tovani	Middle/High	Content Area Literacy	<b>Radisson Hotel and Convention Center</b>
November 1, 2005	Frank Baker	Middle/High	Beginning To Integrate Viewing Into the ELA Classroom	Embassy Suites
November 4, 2005	Frank Baker	Elementary	Beginning To Integrate Viewing Into the ELA Classroom	Leaside
December 8, 2005	Nancy Akhavan	Elementary	How To Align Literacy Instruction, Assessment, and Standards	<b>TBA</b>
January 12, 2006	Ellin Keene	All	The Intricacies of the Mind: Teaching Reading Comprehension	Columbia Conference Center
<b>January 20, 2006</b>	<b>Mike Ford</b>	<b>Elementary</b>	<b>Where Have All the Bluebirds Gone? Flexible Grouping</b>	<b>Columbia Conference Center</b>
February 2, 2006	Barry Lane	Middle/High	<b>Voice Lessons in Non-Fiction Writing</b>	Columbia Conference Center
<b>February 14, 2006</b>	<b>Bruce Morgan</b>	<b>Elementary/Middle</b>	<b>Writing Through the 'Tween Years</b>	<b>Columbia Conference Center</b>
March 2, 2006	Chryse Hutchins	Elementary	Seven Keys to Comprehension	Seawell's
March 6, 2006	Jim Trelease	All	Reading Aloud	Columbia Conference Center
March 20, 2006	Lester Laminack	All	Children's Literature	Columbia Conference Center
March 21, 2006	Lester Laminack	Elementary/Middle	Writing Workshop and Author's Craft	Columbia Conference Center
April 4, 2006	Barbara King-Shaver	Middle/High	When Text Meets Text—Helping High School Readers Make Connections in Literature	Columbia Conference Center

### [Link for Assessment Bridge Document](#)

Recently there have been questions about the link to the Assessment Bridge Document.

**The only credible and approved for release version of the Bridge Document is at this link:**  
[www.myscschools/offices/assessment/PACT/Links/BridgeDocumentGrades3-8](http://www.myscschools/offices/assessment/PACT/Links/BridgeDocumentGrades3-8).

## From the Mountains to the Sea: State Conferences Meet a Variety of Needs for Teachers

### WIN's Fall Writing Conference

If you haven't already, make plans now to attend the Writing Improvement Networks' annual Fall Writing Conference to be held at the Palmetto Expo Center in Greenville on October 6-7, 2005. The theme this year is *Writing is the Key: Unlocking Doors to Student Success in All Contents and All Grades*.

You may want to arrive a day early on Wednesday, October 5, to enjoy one of two pre-conference sessions. Both of these sessions will be held 3 p.m. to 5 p.m. Participants may select Dr. Ron Rash or Kerry Madden's session. Dr. Rash's topic is *Finding the Universal in the Particular, a Southern Writer's Defense of Regional Literature*. Kerry Madden will present *Everyone is a Storyteller. So How to Capture a Story: Hint? The Outline Comes Later....*

After the Exemplary Writing Awards Thursday morning, Jan Cheripko, author of *Rat and Imitate the Tiger*, will present the keynote address. There will be concurrent sessions on Thursday and a special luncheon with Kerry Madden.

On Friday, Shelley Harwayne, internationally recognized consultant and author of *Lifetime Guarantees and Lasting Impressions*, will do the honors. Poet Sara Holbrook will present at the Friday luncheon. From performance poetry to addressing standards across the curriculum, Holbrook's work is both entertaining and inspiring.

Pre-conference registration is \$30, and conference registration is \$150 for the two days.

**For more information, you may download the conference brochure directly from the WIN web page at [www.winsc.org](http://www.winsc.org) or call 803-777-0340.**

### Language Arts Conference at Claflin University

The Department of English and Foreign Language at Claflin University in Orangeburg, SC, will host a two-day conference on language, literature, and pedagogy November 3-4, 2005.

Kwame Dawes will open the conference with a workshop on teaching poetry. Poetry readings will be in the afternoon, and a dinner theater will be offered in the evening. Concurrent conference sessions are scheduled for November 4.

### South Carolina Literacy Conference

The South Carolina Literacy Conference will be held at Charleston Place Hotel in Charleston, South Carolina, December 12-13, 2005. This year's theme is *Inquiry into Literacy: What Readers and Writers Need*.

This conference is sponsored by South Carolina Reading Recovery, the South Carolina Reading Initiative, and South Carolina Reading First. Conference registration information will be available the middle of September.

Featured speakers for this conference are Ralph Fletcher, Cris Tovani, Tim Rasinski, and Peter Johnston.

**Contact Pam Huxford at 803-734-8825 or [phuxford@sde.state.sc.us](mailto:phuxford@sde.state.sc.us) if you have questions.**

### SCCTE at The Beach

This year's SC Council of Teachers of English annual conference is January 26-28, 2006, at Kiawah Island Resort.

The conference, *SCCTE at the Beach: Reflecting on Our Practice*, brings authors such as Lester Laminack, Cassandra King, and Mary Alice Monroe, to South Carolina's shore. Newly elected NCTE Vice President Kathleen Yancey will also make a keynote presentation.

**Conference proposals are due by September 15, 2005 and can be downloaded from [www.sccte.org](http://www.sccte.org).**

**For more information, contact Rebecca Kaminski, SCCTE Conference Director, at 864-250-6712 or [krebecc@clemson.edu](mailto:krebecc@clemson.edu).**

### SCIRA 2006 Conference

The 31st annual SCIRA conference, *Chasing Knowledge through the Pages of a Book*, will be held at the Myrtle Beach Convention Center February 16-18, 2006.

**For more information, visit [www.scira.org](http://www.scira.org) for registration information.**

### SCMSA 2006 Conference

The SC Middle School Association's annual conference for 2006 will be March 3-5, at the Myrtle Beach Convention Center.

**For more information, visit [www.scmsa.org](http://www.scmsa.org).**

### Don't Forget to Join the Local Affiliates of the National Organizations

International Reading Association (IRA) and the National Council of Teachers of English (NCTE) are national organizations that provide lots support to teachers and administrators. Membership the state affiliates of these national organizations provides information and opportunities relevant to our state.

Membership in the South Caro-

lina International Reading Association (SCIRA) allows its members to attend the annual conference each year, plus opportunities for awards, grants, and scholarships in addition to newsletters and The Young Writers' Conference. You get all of this for only \$10 a year.

**For membership information, go to <http://www.scira.org/html/membership.html>.**

South Carolina Council of Teachers of Reading (SCCTE) is the local affiliate of NCTE. For a yearly membership of \$20, SCCTE offers quarterly newsletters, yearly professional publications, and reduced conference rates for its members. **Go to <http://www.sccte.org/member.htm> for membership information.**

## English 1 Sessions Revisit Curriculum Resources

This school year, the ELA team at the State Department of Education is offering four follow up sessions for the English 1 curriculum resource. These sessions are open only to those teachers who have attended one of the original English 1 unveiling institutes.

As in the past, Dr. Janet Allen will return to South Carolina to lead these sessions.

The first session will present the last module, a humor module, of the English 1 curriculum resource. This session will be

held at Columbia Conference Center on November 21, 2005. The remaining three sessions for English 1 teachers will re-visit the existing seven modules. These sessions will be in January, March, and April of 2006. A registration form with dates and times is attached to this newsletter.

Because only three modules of the English 2 resource have been developed, there will be no follow up this year so that the remaining five modules can be created.

If you missed initial training for English 1

or the institute in June for English 2, a new institute will be created this year. The new institute is for both English 1 and English 2 teachers and will be held June 5-8, 2006, at Brookland-Cayce High School.

**For information about either of these resources, contact Allison Norwood at 803-734-2469 or [anorwood@sde.state.sc.us](mailto:anorwood@sde.state.sc.us). For registration information, contact Judy Redman at [jredman@comporium.net](mailto:jredman@comporium.net).**

## WIN Continues Growing

### Marcie Ellerbe is WIN Teacher Consultant

Entering her twelfth year as an educator in South Carolina, Marcie Ellerbe joins the Writing Improvement Network with a wide range of educational experience. She has taught middle school special education, fourth grade, and most recently, served as an elementary curriculum specialist for Horry County Schools. In addition, Marcie is a co-director of the Coastal Area Writing Project and an adjunct instructor for Coastal Carolina University. Marcie is a Nationally Board Certified educator and is currently working on her doctorate in the area of literacy and language from the University of South Carolina.

Since first participating in the Coastal Area Writing Project in 1998, Marcie has been on a continuous journey to grow as a writer and a teacher of writing by sharing her passion with fellow educators. She has worked to further the development of authentic writing workshops in schools by presenting at local and state-wide conferences, providing district-wide professional development, mentoring teachers through school-wide coaching and modeling as well as facilitating on-site courses for schools working to collaboratively build and sustain reading and writing workshops for their students.

Marcie lives with her husband and two furry friends in Myrtle Beach. Whether she is spending a few hours relaxing on the beach, watching butterflies dance through a garden, or floating down the Chattooga River in a red canoe, Marcie fills her heart with family and friends, for this is where her stories take root.

**If you are interested in having Marcie work with your staff to explore the intricacies of writing workshop, please contact her through the WIN office at 803-777-0430 or by e-mail at [mknnox@se.hcs.k12.sc.us](mailto:mknnox@se.hcs.k12.sc.us).**

### Exemplary Writing Program

The Writing Improvement Network, in conjunction with the State Department of Education, would like to invite all public schools to consider taking their faculty on a journey to explore best practice in writing instruction by becoming involved with the Exemplary Writing program.

The purpose of the Exemplary Writing Program is threefold:

- to identify and give public recognition to outstanding writing

programs in public schools across the state,

- to make available a framework of essential criteria for an effective writing program that serves as a basis for self-assessment, and
- to facilitate planning in schools by sharing and best practice among schools based on a common understanding of criteria related to success in teaching students to be effective writers.

Exemplary Writing Workshops are being planned for September and October 2005. Teachers and administrators from any public elementary, middle, or high school, as well as those educators from child development centers may apply for the Exemplary Writing Program this year and should plan to attend one of these workshops. Teachers and administrators who want more information about the program, but who do not plan to apply this year, are also encouraged to attend. The workshops will provide an overview of the Exemplary Writing Program along with pertinent information concerning the application process. Dates and locations will be announced as soon as they are confirmed.

**To review the Exemplary Writing Program criteria and application, or to register for one of the workshops, visit the Writing Improvement Network's website at [www.winsc.org](http://www.winsc.org).**

### WIN ListServ

Part of Ellen James', Director of WIN, vision is to provide an online forum for educators who are interested in writing instruction and assessment. To accomplish this goal, she has created a ListServ.

Through the ListServ, WIN will be able to disseminate information, such as conference or workshop updates more efficiently and economically. Ellen also envisions the ListServ as a site where educators can ask questions, propose solutions, and share ideas. She sees it as a wonderful way to network and interact electronically.

**To subscribe to the WIN ListServ, use the following link: <http://listserv.sc.edu/archives/winsc-l.html>. Subscribers can send messages and join discussions by send-**

## Integrating Viewing into the ELA Classroom

By Frank Baker  
Media Educator

registration, accommodations, presenters, and highlights.

cal thinking in today's multi-cultural student population.

### Best Practice Workshops

On November 1 (secondary) and November 4 (elementary), Frank Baker will be conducting two best practice workshops for ELA teachers on the Viewing standards in the Communication strand of the ELA standards. During these workshops, Frank will help teachers integrate photographs, ads, video, film, and more into the classroom. Hand-on activities will be included and he will share valuable resources.

**Registration information is attached to this newsletter.**

### Project Look Sharp Announces Conference and Curriculum

The third annual "Literacy in a Media Age: Integrating Critical Thinking and Media Production across the K-12 Curriculum" conference will be held October 14-15, 2005, at Ithaca College in Ithaca, New York. The conference features over fifteen workshops, including hands-on-media training, a resource room, video showcase, nationally-known keynote speaker, and student media showcase. Visit our website for complete information on fees,

Registration fees are eligible for state aid through TST-BOCES (register on line at <http://www.tstboces.org>).

Please also note that we have a free curriculum kit, *Media Construction of the Middle East*, available on our website, along with many other resources. These resources can be found at [www.projectlooksharp.org](http://www.projectlooksharp.org).

**For questions, please call Project Look Sharp at 607-274-3471 or e-mail at [looksharp@ithaca.edu](mailto:looksharp@ithaca.edu).**

### New Middle School Film Resource Now Available

Middle schools around the US can order a new film study curriculum called *The Story of Movies*. *The Story of Movies* is a nationwide educational project designed by The Film Foundation (created by director Martin Scorsese) to expose young people to classic cinema and the social and cultural significance of the film. The curriculum will help students think contextually about the role of film and expression in American culture—encouraging creativity and criti-

Go to <http://www.vpw.com/partner/movies> or <http://www.storyofmovies.org> for details.

### Free Center for Media Literacy Catalog Available

Once again, teachers can request a complimentary copy of the Center for Media Literacy's resource catalog. Simply send a self-addressed, pre-stamped envelope (8 1/2 x 11) to Frank Baker, 1400 Pickens Street, 5th Floor, Columbia, SC 29201. Or you can download the catalog at <http://gpn.unl.edu/cml>.

### Media Literacy Clearinghouse

This is a reminder that you can find thousands of ideas, resources, activities, and lesson plans at <http://medialit.med.sc.edu>. This website was recently included in the text "101 Best Web Sites for Secondary Teachers."

**You can contact Frank Baker at [fbaker1346@aol.com](mailto:fbaker1346@aol.com) or 803-254-0508 if you need more information or resources about integrating media literacy into your classroom.**

## Matching Book Grants Help Build Classroom Libraries

### Literacy Empowerment Foundation

The Literacy Empowerment Foundation (LEF) has increased the size of the matching grants available to \$8,000 per school. A school can now order \$16,000 worth of books and pay only \$8,000. Any amount purchased from \$100 to \$8,000 will be matched.

The Matching Book Grant Program offers Guided Reading and Independent Reading Collections. Guided Reading Collections consist of six copies each of eighteen titles. Independent reading Collections consist of one copy each of 108 titles. With each set of Guided Reading and/or Independent Reading Collections purchased at the regular price, an additional set of books will be included.

The LEF is a 501(c)3 nonprofit organization. LEF currently supplies books to over 15,000 schools. The number of books available in the Matching Book Grant Program has increased dramatically. Matching Book Grants allow your school to double its purchasing power. This is a limited time offer that requires no special screening or application.

**Orders must be received by September 30, 2005. Infor-**

**mation and a matching book grant order form are available at <http://www.lefbooks.org>.**

### Wilbooks

Wilbooks makes available to Title I schools all of its books through a special program. Wilbooks will donate one free book for each book you buy at the normal price. Title I schools that order a minimum of 100 books at the regular price may select an equal quantity of books that Wilbooks will donate to their school.

Many children in the United States today need to become more proficient in their native language to increase their abilities to master English. Bruce Larkin hopes that by making literature available in Spanish, families can work together to guarantee that every child has a fair chance to live the American dream. The books on this special order form are free. You only pay forty-five cents per book to cover shipping, handling, and administrative costs.

**For order forms and more information about the programs offered by Wilbooks, go to [www.wilbooks.com](http://www.wilbooks.com).**



## Organizations Enlist Student Writers

### South Carolina Young Writers' Conference

The South Carolina Young Writers' Conference will be held Saturday, March 25, 2006, at Ballentine Elementary School.

The conference is sponsored by the South Carolina State Council of the International Reading Association, the South Carolina Council of Teachers of English, the South Carolina Association of School Librarians, the South Carolina Arts Commission, the South Carolina State Department of Education, the South Carolina Writing Project, and the South Carolina Middle School Association.

Students have the opportunity to hear and work with at least two professional writers during the conference. Some of this year's authors include Anthony D. Fredericks, Will Hobbs, Carole Boston Weatherford, and Sam Swope. Elementary, middle, and high school student groups each follow their own schedules during the day. Each group will have an individual session with the authors to talk about books the authors have written and the craft of writing.

Each public school district in South Carolina is invited to send students to participate. The number of students eligible to attend from each district is determined by the student enrollment of the district. Approximately 400 students attend the yearly conference.

**If you have questions about the conference or would like to volunteer to**

**help at the conference, contact Caroline Savage at [csavage@sde.state.sc.us](mailto:csavage@sde.state.sc.us) or 803-734-4770.**

### Ackinson Consulting Scholarship

Ackinson Consulting is offering a \$1750 scholarship to all students who will enter a post-secondary institution in 2005 or 2006. The scholarship will be awarded November 6, 2005.

Students must submit a short answer to the questions, "Where do you see yourself five years after attaining your desired post-secondary education?" The scholarship question will change periodically to help differentiate potential candidates. To view the changes to the question, visit the website at <http://www.ackinson.com/scholarships.htm>.

Submissions should not exceed 1000 words. E-mail your submissions to Ackinson Consulting at [scholarship@ackinson.com](mailto:scholarship@ackinson.com).

**For more information, visit <http://www.ackinson.com/scholarships.htm>.**

### Split P Soup Organizes 2nd SC Young Poets Prize

Split P Soup: Poetry for the Community and The South Carolina Poetry Initiative announces The South Carolina Young Poets Prize for the best group of poems written by teens. Winners receive cash and prizes. The deadline is October 31, 2005.

The South Carolina Young Poets Prize is

open to all South Carolina residents aged 14-19. All participants will be invited to attend the first ever South Carolina Young Poets Conference on November 19, 2005. The top thirty winners will be published in an anthology (with SC Young Poets Finalists of 2004) to be circulated statewide. The top five winners will receive cash and prizes. Of the top five winners, a grand prize winner will receive an additional cash prize.

To participate, submit three to five original, unpublished poems, the entry fee, and entry form (located at [www.splitp.org](http://www.splitp.org)) by October 31, 2005. The poet's name should not appear anywhere on the poems. All poems must be typed.

Mail poems, entry form, and the entry fee to the following address.

The SC Poetry Initiative  
Dr. Kwame Dawes  
The South Carolina Young Poets Prize  
Department of English  
University of South Carolina  
Columbia, SC 29208

Due to the high volumes of submissions, we cannot accept electronic mail submissions, nor can we accept them on a disk.

**Poets, teachers, and parents are encouraged to visit the Split P Soup website at [www.splitp.org](http://www.splitp.org) for additional information, or contact Split P Soup at [splitp@gwm.sc.edu](mailto:splitp@gwm.sc.edu) or call at 803-777-2374.**

## International Education Summit 2005 Presents Best Practices

The International Education Initiative in the Office of Curriculum and Standards at the State Department of Education will host the Best Practices in International Education Summit 2005, on October 6, 2005, at the Columbia Conference Center.

We encourage you to mark this date on your calendar. The conference will address elements of an international program, active curriculum in a state with high-stakes testing, and more.

To ensure district-wide recognition for the necessity of international education, we suggest that, in addition to yourself or your designee, you send persons representing curriculum, International Baccalaureate programs, principals, and teachers of fine arts, social studies, English language arts, math, science, and career and technology.

Teachers are invited to present best practices in international education. Presentations should be fifteen to thirty minutes long. Please contact the International Education Initiative in the Office of Curriculum and Standards so that you may be placed on the agenda.

Registration will close September 23, 2005. The registration fee is \$20 per attendee.

**Contact Melissa Pearson for more information at 803-734-6771 or [mpearson@sde.state.sc.us](mailto:mpearson@sde.state.sc.us).**

*If my doctor  
told me I had  
only six  
minutes to live,  
I wouldn't  
brood.  
I'd type a little  
faster.*

Isaac Asimov

## New Eighth Grade Program Uses SC Themes

The new South Carolina Studies Program approaches eighth grade standards in all disciplines from the perspective of interdisciplinary South Carolina themes, examples, and case studies. Funded by the South Carolina Commission on Higher Education, with assistance from the SC MAPS and SC LIFE Project Offices at Clemson University and mathematics educators in Clemson's School of Education, this project aims to provide eighth grade teachers with curriculum materials that highlight the interdependence of the human and natural history of their own state by using a series of local case studies that tend to generate high student interest. The program is currently in its second year of pilot testing and will be available for use throughout the state beginning with the 2006-2007 academic year.

*South Carolina Studies* features six thematic units that are designed to be team-taught across the four major disciplines: science, social studies, English language arts, and mathematics. Math lessons are available for both Algebra I and Pre-Algebra.

Each unit consists of five days worth of lessons in each subject, and each lesson is correlated to the appropriate South Carolina Academic Standards. A typical lesson consists of a

summary sheet (containing lesson objectives, standards correlations, prior skill requirements, suggested background references, a materials list, and a lesson outline), a student worksheet, a teacher answer key, and additional background resources, when needed.

Complete sets of the materials which accompany these lessons are provided to pilot schools; others must purchase these materials separately.

*South Carolina Studies* uses activities from the award winning SC MAPS curriculum supplement as the framework for many of its thematic lessons. SC MAPS has been in wide use in many of the state's school districts since 1989. Originally designed to teach the skills of relating geography to the geologic history of the state, the program was expanded in 1993 into a stand-alone, hands-on, interdisciplinary curriculum targeting all middle school grades.

*South Carolina Studies* lessons also reference other well known programs and agencies important to our state such as Discover Carolina (SC State Parks), Project Learning Tree (SC Forestry Commission) SC MAPS, SC LIFE, the South Carolina Geological Survey, and the South Carolina Geographic Alliance.

Teachers wishing to participate

in the *South Carolina Studies* program need to have some experience or training using the SC MAPS cartographic products and/or equivalent experience or training in similar geographic based professional development projects that target South Carolina.

*South Carolina Studies* activities in language arts are designed to reference South Carolina people and places that are generally encountered in science or social studies classes. For example, one of the lessons in the Statewide Overview Unit uses excerpts from a primary source document (George Washington's Diary) to provide information on the President's tour through South Carolina in 1791. Students learn about the writing style of the President and about the usefulness and mechanics of keeping a journal.

Other language arts lessons in the Statewide Overview unit look at personal recollections of the 1886 Charleston earthquake, the naming of localities within our state, and an emphasis on story components and how to make a story interesting.

Other units explore language arts aspects of the folklore and folk art of Native American and other cultures in the upstate, battlefields and canals in the Piedmont, mill villages and city growth in the Midlands, mining

and mineral resources in reference to the Coastal Plain region, and pirates and piracy along the South Carolina coast.

The SC MAPS Program, now housed at Clemson University, provides many standards-based, professional development opportunities for teachers throughout the state. A variety of customized sessions can be scheduled. From workshops held at your school to graduate courses that can be taken either in distance learning format, on-site at your preferred locations, or by traveling throughout the state, the opportunities for SC MAPS training abound.

Upcoming events, workshops, and graduate courses are posted at the SC MAPS website as are images of all available map products and the full contents of the *SC MAPS Teaching Manual*. The website address for all information is <http://www.clemson.edu/scmaps>.

**For more information about SC MAPS or the South Carolina Studies in the Eighth Grade Program, please contact the SC MAPS project Office at Clemson University by phone at 864-656-4579 or by e-mail to [scmaps@clemson.edu](mailto:scmaps@clemson.edu).**

## Grants Available for Teachers and Districts

### Donors Choose Network

South Carolina is pleased to announce its participation in the DonorsChoose network. Teachers can go to the site and enter brief proposals for funding for classroom initiatives and projects. In October, donors will be able to view the proposals and select the ones they wish to fund.

**For more information, go to <http://www.myschools.com/>**

**[superintendent/grants/DonorChooseresourceforteachers.htm](http://superintendent/grants/DonorChooseresourceforteachers.htm).**

### Striving Readers

Striving Readers is a new US Department of Education discretionary grant program.

The program is focused on raising reading achievement among middle and high school-aged students by enhancing the quality of literacy instruction across the

curriculum in schools, providing intensive interventions to improve the literacy skills of struggling adolescent readers, and building a strong, scientific research base around reading strategies that improve adolescent literacy skills.

**For more information about the grant and how to apply, visit [www.ed.gov/programs/strivingreaders](http://www.ed.gov/programs/strivingreaders).**

## SCRI K-5 Phase 2 Writes Using the Six Room Image

**Editor's Note:** This article page was contributed by the SCRI K-5 Phase 2 Cohort. During the summer, this cohort participated in an intensive study of the theory and practice of writing. A culminating engagement for this cohort's participants was the creation of their own six room image piece. Following the description of the process, adapted from Georgia Heard's work in *Awakening the Heart*, is Holly Winter's writing. Holly is the Literacy Coach in Lexington School District 4.

### How to Write a Six Room Image

It all begins with a connection, an image, a memory. In the first room, make a list, jot down phrases or thoughts about the images you see in your memory. List any and everything that comes to mind. In the second room, explore the *quality of light*. Is it dark or sunny? Are there shadows playing? Is it early morning light, hazy, foggy? As you explore the third room, think through the *sounds* you hear. What noises are most apparent? Are there any background sounds? In the fourth room, delve into *feelings*. What were the emotions surrounding your memory? The fifth room is for *questions*. What questions come to mind about your memory? These may even be questions without any answers. Before you enter the sixth room, take a moment to scan the other five rooms. Read the images and thoughts in each of those rooms. Is there any one phrase, image, or thought that you wrote that just keeps striking you, standing out to you, haunting you? The sixth room is for *repeated words*. Write those words, phrases, or images three times in the sixth room.

### To Everything There is a Season...

*A time to be born...*

His soul traveled through time and space from heaven and met this world in only a moment. And her world was different. The sun continues to shine and the stars will still come out that night. Birds continued to sing and dogs continued to bark. Children did not stop playing in the summer heat and families went on laughing and enjoying their vacations. The lady on her cell phone in the red car outside the hospital room did not hang up. Doctors and nurses raced around the hospital, tending to paperwork and patients, most of who were oblivious to his birth. But her world was different. He came into the world a new person, full of possibilities, ready to learn and to grow and explore and change his world, her world. Ready to explore this season of life.

*A time to die...*

Her soul traveled through time and space from earth back to heaven in only a moment. And her world was different. The sun continued to shine and the stars would still come out that night. Birds continued to sing and dogs continued to bark. Children did not stop anticipating their impending summer vacations and families carefully planned their finances to be able to afford that special vacation. The lady on the cell phone in the red car speeding down the street outside her bedroom window did not stop. Doctors and nurses raced around the hospital, tending to paperwork and patients, most of who were oblivious to her death. But her world was different. She left this world a different person, full of peace, ready to live in eternal happiness and to watch and smile and visit upon us often. Ready to explore this season of life.

*A time to work...*

She sat down the cup of coffee in front of the man sitting at the table alone. And the world was different. The sun continues to shine and the stars will still come out that night. Birds continue to sing and dogs continue to bark. Children did not stop building sandcastles on the beach and families still visited faraway relatives. The lady on the cell phone in the red car at the stoplight continued on her way when the signal turned green. Employees raced around the restaurant, tending to their own customers, the meals, and the bills, oblivious to this cup of coffee. But her world was different. She walked away from the table a different person, full of humility and fully knowing what hard work felt like and what it means to give to others. Because of that cup of coffee, she was ready to serve, ready to give a smile, ready to make someone's day a little brighter. Ready to explore this season of life.

*A time to play...*

Heart beating madly and a glow on her face, she danced all night with her friends. And the world was different. The sun continued to shine and the stars would still come out that night. Birds continue to sing and dogs continue to bark. Children still refuse to eat broccoli and families still have bills to pay. The lady on the cell phone in the red car continues on her way. People all around her, young and old, danced until their feet hurt, smiles plastered across their faces. But her world was different. She sat down with her friends to catch her

breath and she was a different person. She knew how to have fun, bond in sisterhood, and enjoy life. Because she danced, she was ready to cut loose sometimes, ready to show her softer side, ready to relax. Ready to explore this season of life.

*A time to learn...*

Surrounded by friends, she sits with pen in hand, ready for the new knowledge that will surely stretch her thinking. And the world was different. The sun continues to shine and the stars will still come out that night. Birds continue to sing and dogs continue to bark. Children do not stop singing their jump rope rhymes on the playground and families still coordinate soccer practice and dance recitals. The lady on the cell phone in the red car changing the CD in her stereo does not stop. Teachers still copy worksheets and read aloud amazing stories to their students. But her world would be different. She left that day a different person, standing on the shoulders of great authors, thinkers, and theorists, ready to change lives herself. Ready to explore this season of life.

*A time to teach...*

Surrounded by friends, both tall and small, she stands with dry mouth and pounding heart, ready to lead, to inspire, to question, and to think. And the world was different. The sun continues to shine and the stars will still come out that night. Birds continue to sing and dogs continue to bark. Children still love school and this time look up at her with anticipation. Families still venture to the grocery store and to the movie rental store and this time they look at her with trust. The lady on the cell phone in the red car who fills her gas tank doesn't notice the world changing. Teachers still copy worksheets and read aloud amazing stories to their students and this time look at her as someone who helps them take risks and ask themselves the hard questions. She left that day a different person, ready to make a difference in the lives of teachers and children. Ready to explore this season of life.

The lady in the red car slowed to a stop. She opened the car door and stepped out onto the spinning-moving-turning-whirling-hurrying-busy-living-breathing earth. And she began to notice. She saw the seasons of her own life and heard the world humming...

"To everything there is season..."



## For This Coach, Defeat Turns Into Success—Part 2

**Editor's Note:** This article was written by Pam Fagan, a literacy coach in SCRI-MG, Phase I. The first part of the article, outlining some of Pam's frustrations in helping her own children with independent reading, appeared in the August issue of *Literacy Links*. This article can be found at [http://www.myschools.com/offices/cso/english\\_la/litlinks.htm](http://www.myschools.com/offices/cso/english_la/litlinks.htm)

I returned to my middle school and an afternoon study group. The meeting was filled with discussion, modeling, and exploration of front-loading to enhance comprehension. Then, as the teachers left, I approached two special education teachers and described the successes of the children whom I had seen in the video. Both teachers seemed so excited. I made plans to meet with them the next day.

I ran copies of Reader's Theatre scripts that I thought these teachers could use in their social studies classes to cover standards and support Black History Month. I discussed with them the technique of Reader's Theatre and the importance of their students "practicing" looking at the words, not memorizing the text. I explained that their students should be able to approach this text eventually with the confidence of any other seventh or eighth grade student. They took the scripts and ran with the idea.

I visited periodically over the next week to see how the students were doing. There were small hurdles that had to be jumped: movement of students in and out of the class, parts having to be reassigned, and so on. The time had come for me to break it to the students that the next step was to share their knowledge of Dr. King and Sojourner Truth. It was their duty to spread these words to those who had never heard them.

I borrowed music stands from the band teacher, stools from the science lab coordinator, and reserved the library for two periods. I printed invitations from my own publishing software, and sent them to

teachers and staff who would be available during the students' class period.

The students were allotted about 30 minutes the day before the "production" to practice. They were excited with nervous anticipation. I walked around the school and started conversations with teachers and staff about what these students had planned for the following day and pleaded with them to attend the production. They all smiled and reassured me that these "special" children would have an audience.

During the students' rehearsal, the teacher, Mrs. Temple told me about each child's disability and the reason each student was given his or her specific role.

"Markevious is MLK. He is a non-reader, so I gave him the most to read. I have never seen him pick up a book on his own. He's taken this role very seriously. Clay and James are my better readers, so I gave them the roles of the crowd members. I knew they could work on using inflection. And there's Dahlia, she is so low, so quiet. She had to play Sojourner."

Each child had a purpose. Each voice was special, unique. The special education teacher lead these students through this strategy in like any other teacher in our "regular" classes would have. Her expectations were so very high. I commented on how impressed I was with their reading. She let me know that just two weeks ago, these same students could not read from their social studies textbooks, but now, with practice, these students were reading text way too hard for them. Now, it did not seem to matter.

The students performed their roles on that Friday afternoon with the seriousness of any New York stage actor. These students were sharing the history of these famous people. The teachers and administrators applauded the students for their performance, and we discussed how well each child performed. It was such a "nice" afternoon. Little did I know the impact this strategy would have on these kids.

*Can you come to my room? M.T.*

I looked back at the note and got up from my work. As I walked down the hall to Mrs. Temple's room, I wondered what new strategy her students had tried from our class. We had been discussing extending meaning strategies; I was sure they were doing something cool.

The teacher met me outside, her finger pressed against her lips, warning me to be quiet.

"Look at Markevious," she whispered.

I glanced quietly around the room of working students. All of the students were busy writing answers in a PACT Social Studies workbook. All except Markevious. He had a paperback book in his hand. He was reading quietly.

"I'm sorry. Sometimes you just can't get all the students to respond to the strategies in the same way," I confessed.

"No, Pam. It's a good thing. Markevious picked this book up this morning and began reading it. I've never known him to read ANY book, ever! Since the Reader's Theatre, he's been doing this, reading! Pam, Markevious is reading!" She exclaimed this with the pride of a parent whose toddler has taken his first step.

I looked across the room again. Amazed at the progress this child had made, happy for the years of enjoyment he would now encounter, and thankful that even though I may not have made a difference in my own children's reading life, I had stimulated another's.

My worth as a Literacy Coach became clear to me on that day. I would continue to go and find keys to the reading successes of the children with whom I would come into contact. What started as a personal crusade to support my own children's needs, eventually became the clarity I needed for my role as a Literacy Coach.

*Books worth reading are worth re-reading.*

Holbrook Jackson

## More Opportunities From ETV

### **Teaching Multicultural Literature: A Workshop for Middle Grades**

This video workshop introduces middle school teachers to ethnically diverse American writers and offers dynamic instructional strategies and resources to make works meaningful for students.

The video airs weekly via SCETV Digital Satellite Channel 306. Ask your media specialist or DELC operator for assistance in recording these free professional development programs.

**The website for this video workshop is <http://www.learner.org/resources/series203.html>.**

### **Workshop 1: Engagement and Dialogue**

*Julia Alvarez, James McBride, Lesnsey Namioka, and more*

September 12, 2005: 8:00 a.m.  
September 12, 2005: 12:00 p.m.  
September 12, 2005: 4:00 p.m.  
September 19, 2005: 8:00 a.m.

### **Workshop 2: Engagement and Dialogue**

*Juditz Ortiz Cofer and Nikki Grimes*

September 19, 2005: 12:00 p.m.  
September 19, 2005: 4:00 p.m.  
September 26, 2005: 8:00 a.m.

### **Workshop 3: Research and Discovery**

*Shirley Sterling and Laura Tohe*

September 26, 2005: 12:00 p.m.  
September 26, 2005: 4:00 p.m.  
October 3, 2005: 8:00 a.m.

### **Workshop 4: Research and Discovery**

*Edwidge Danticat, An Na, Laurence Yep*

October 3, 2005: 12:00 p.m.  
October 3, 2005: 4:00 p.m.  
October 10, 2005: 8:00 a.m.

### **Workshop 5: Historical and Cultural Context**

*Christopher Paul Curtis*

October 10, 2005: 12:00 p.m.  
October 10, 2005: 4:00 p.m.  
October 17, 2005: 8:00 a.m.

### **Workshop 6: Historical and Cultural Context**

*Langston Hughes and Christopher Moore*

October 17, 2005: 12:00 p.m.

October 17, 2005: 4:00 p.m.  
October 24, 2005: 8:00 a.m.

### **Workshop 7: Social Justice and Action**

*Alma Flor Ada, Pam Munoz Ryan, Paul Yee*

October 24, 2005: 12:00 p.m.  
October 24, 2005: 4:00 p.m.  
October 31, 2005: 8:00 a.m.

### **Workshop 8: Social Justice and Action**

*Joseph Bruchac and Francisco Jimenez*

October 31, 2005: 12:00 p.m.  
October 31, 2005: 4:00 p.m.  
November 7, 2005: 8:00 a.m.

### **ETV StreamlineSC**

Please check out the monthly news update from ETV StreamlineSC, South Carolina's free video on demand resource. Note the additional opportunity for training at ETV on September 21, 2005.

**View the update at [http://www.myetv.org/educational/streamlinesc/newsletters/streamlinenews\\_august.htm](http://www.myetv.org/educational/streamlinesc/newsletters/streamlinenews_august.htm).**

Please remember that this newsletter only provides information relevant to South Carolina educators. Other updates are available via Discovery's monthly newsletter, found under the Teacher Center in StreamlineSC.

**For more information about StreamlineSC, contact Stephanie Frazier at 803-737-3423.**

## NCTE Encourages Help for Victims of Hurricane Katrina

**Editor's Note:** This message is from the National Council of Teachers of English President, Randy Bomer.

Dear English Teacher,

We're all deeply concerned about the consequences of Hurricane Katrina for the people in the Gulf region—especially our professional colleagues and their students.

Clearly, right now, all of us who can should donate generously to broad relief organizations. Choose your favorite from this list: <http://www.charitynavigator.org/index.cfm/bay/content.view/catid/68/cpid/310.htm>.

Sometime soon, our NCTE colleagues in the smitten area will be able to identify specific professional needs. The NCTE leadership is considering how this organization might help meet those needs when that time comes. We have several ideas, but I welcome your suggestions. Please respond to [contact@ncte.org](mailto:contact@ncte.org).

Yours truly,  
Randy Bomer  
President, NCTE

ENGLISH LANGUAGE  
ARTS TEAM  
OFFICE OF CURRICULUM  
AND STANDARDS  
SOUTH CAROLINA  
DEPARTMENT OF  
EDUCATION

Suzette Lee, Coordinator  
803-A Rutledge Building  
1429 Senate Street  
Columbia, South Carolina 29201

Phone: 803-734-6103  
Fax: 803-734-6142  
Email: [slee@sde.state.sc.us](mailto:slee@sde.state.sc.us)

[www.myschools.com](http://www.myschools.com)



English  
Language Arts Team

## Literacy Links Volume IV

The Office of Curriculum and Standards provides statewide leadership and services to schools and districts to ensure the implementation of grade-level standards-based instruction for all students.

We accomplish this by:

- developing and revising academic standards and expanding support materials;
- promoting the use of effective evidence-based instructional practices by schools and districts; and
- facilitating the implementation of programs, projects, grants, and activities that support standards-based instruction

## State Department of Education Events

### September

- 7 SC Association of Curriculum and Supervision Fall Conference, Columbia
- 8 Assistant Principals Roundtable, Columbia
- 14-16 SC Association of School Administrators Assistant Principals Fall Conference, Greenville
- 18 United States Constitution Day
- 28-30 SC EdTEC Conference, Myrtle Beach

### October

- 5-7 WIN Fall Writing Conference, Greenville
- 6 SC International Education Summit, Columbia
- 8 SC Teachers for Early Language Learning Workshop, Columbia

### November

- 6-12 Patriotism Week

# Registration Form

## English Language Arts Standards Support Document

### Professional Development Sessions

This professional development is intended for any teacher or administrator or team of teachers and administrators to support the understanding and implementation of support documents related to the *South Carolina English Language Arts Curriculum Standards 2002*.

**Instructions:** To register for these sessions, please complete this form and mail it to Judy Redman at Post Office Box 10101, Rock Hill, South Carolina 29731 or e-mail it to [jredman@comporium.net](mailto:jredman@comporium.net). Please indicate two session(s) your team will attend by placing an X in the column beside the date(s) of the session(s). You should register your team for one session in the fall and one in the spring. The fall and spring sessions will be different. A confirmation e-mail will be sent to the team contact person. Unless you receive a confirmation, do not consider your team registered. Directions to the session locations will be posted to the State Department of Education website. **If you have any questions concerning your registration, please contact Judy Redman at [jredman@comporium.net](mailto:jredman@comporium.net).** If you have any questions concerning the sessions, contact **Cathy Jones at 803-734-0790 or [cjones@sde.state.sc.us](mailto:cjones@sde.state.sc.us).** **ALL SESSIONS WILL BE HELD IN COLUMBIA FROM 9:30 a.m.-3:30 p.m. Lunch will be provided.**

*Please indicate with an "X", beside the SESSION column, the session(s) you wish to attend.*

Session	X	Session Date	Registration Deadline	Location
Fall 1		<b>CANCELLED</b>		
Fall 2		November 17, 2005	November 1, 2005	TBA
Fall 3		December 7, 2005	November 18, 2005	Clarion Town House Hotel
Spring 1		January 25, 2006	January 9, 2006	Seawell's
Spring 2		February 6, 2006	January 20, 2006	TBA
Spring 3		March 14, 2006	February 27, 2006	TBA

Please provide the following information for the contact person for your school. It will be the contact person's responsibility to communicate session details to the other team members.

Name \_\_\_\_\_

Position \_\_\_\_\_ Grade \_\_\_\_\_

District \_\_\_\_\_ School \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Telephone (\_\_\_\_\_) \_\_\_\_\_ Fax (\_\_\_\_\_) \_\_\_\_\_

School E-mail \_\_\_\_\_

Additional team member(s):

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_



## **Registration Form**

### **2005-06 English Language Arts Best Practice Seminars**

A series of seminars highlighting best practices in the area of English language arts will be offered during the 2005-2006 school year to South Carolina K-12 educators by the English Language Arts Team in the Office of Curriculum and Standards at the State Department of Education and the South Carolina Council of the International Reading Association (SCIRA). A schedule of the sessions, dates, audiences, and locations is included with this registration form.

Please check the registration chart for the location of each session, as the locations vary. Each session will begin at 9:30 a.m. and conclude at 3:30 p.m. Lunch will be provided.

**Instructions:** To register for any of these seminars, please complete the form on the next page and mail it and a **check made payable to SCIRA for \$50.00 for each session for which you are registering** to Judy Redman at Post Office Box 10101, Rock Hill, South Carolina 29731. Payment is due with registration. No purchase orders will be accepted. Participation will be on a first-come with check, first-served basis. A confirmation e-mail will be sent to registrants. Unless you receive a confirmation, do not consider yourself registered. Directions to the session location will be posted to the State Department of Education website at [www.myschools.com](http://www.myschools.com).

**If you have any questions concerning your registration, please contact Judy Redman at [jredman@comporium.net](mailto:jredman@comporium.net) or fax at 803-329-1952. If you have any questions concerning the seminar, contact Cathy Jones at 803-734-0790 or [cjones@sde.state.sc.us](mailto:cjones@sde.state.sc.us).**

# Registration Form

## 2005-06 English Language Arts Best Practice Seminars

*Please indicate with an "X," the session(s) you wish to attend.*

<b>X</b>	<b>Session</b>	<b>Date/Presenter</b>	<b>Registration Deadline</b>	<b>Location</b>
	<b>1</b>	September 23, 2005 Cathy Toll	September 9, 2005	Embassy Suites
	<b>1A</b>	October 11, 2005 Patrick Allen	September 28, 2005	Columbia Conference Center
	<b>2</b>	October 20, 2005 Cris Tovani	September 30, 2005	Radisson Hotel and Conference Center
	<b>3</b>	November 1, 2005 Frank Baker	October 18, 2005	Embassy Suites
	<b>4</b>	November 4, 2005 Frank Baker	October 21, 2005	Leaside
	<b>5</b>	December 8, 2005 Nancy Akhavan	November 24, 2005	TBA
	<b>6</b>	January 12, 2006 Ellin Keene	December 20, 2005	Columbia Conference Center
	<b>6A</b>	January 30, 2006 Mike Ford	January 16, 2006	Columbia Conference Center
	<b>7</b>	February 2, 2006 Barry Lane	January 19, 2006	Columbia Conference Center
	<b>7A</b>	February 14, 2006 Bruce Morgan	January 30, 2006	Columbia Conference Center
	<b>8</b>	March 2, 2006 Chryse Hutchins	February 16, 2006	Seawell's
	<b>9</b>	March 6, 2006 Jim Trelease	February 20, 2006	Columbia Conference Center
	<b>10</b>	March 20, 2006 Lester Laminack	March 6, 2006	Columbia Conference Center
	<b>11</b>	March 21, 2006 Lester Laminack	March 7, 2006	Columbia Conference Center
	<b>12</b>	April 4, 2006 Barbara King-Shaver	March 21, 2006	Columbia Conference Center

Name \_\_\_\_\_

Position \_\_\_\_\_ Grade \_\_\_\_\_

District \_\_\_\_\_ School \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Telephone (\_\_\_\_\_) \_\_\_\_\_ Fax (\_\_\_\_\_) \_\_\_\_\_

School E-mail \_\_\_\_\_

Home Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Telephone (\_\_\_\_\_) \_\_\_\_\_ Fax(\_\_\_\_\_) \_\_\_\_\_

Home E-mail \_\_\_\_\_

**Registration Form**  
***Framing Best Practice:***  
***English 1 Curriculum and Instruction***

**Four English I Curriculum Resource Follow Up Days**

**This professional development is for English 1 teachers and school and district curriculum leaders who attended one of the initial English 1 two-day sessions.**

**Instructions:** To register for these follow up days, please complete this form and mail it to Judy Redman at Post Office Box 10101, Rock Hill, South Carolina 29731. *Please indicate the session(s) you will attend by placing an X in the column beside the date(s) of the session(s) you wish to attend.* A confirmation e-mail will be sent to registrants with directions and details for the institute. Unless you receive a confirmation, do not consider yourself registered. **If you have any questions concerning your registration, please contact Judy Redman at [jredman@comporium.net](mailto:jredman@comporium.net). If you have any questions concerning the these follow up days, contact Allison Norwood at 803-734-2469 or [anorwood@sde.state.sc.us](mailto:anorwood@sde.state.sc.us).**

Registration	Session	Registration Deadline	Location
	November 21, 2005 Humor Module	November 11, 2005	Columbia Conference Center
	January 17, 2006 Revisit Modules	January 6, 2006	Columbia Conference Center
	March 3, 2006 Revisit Modules	February 17, 2006	Columbia Conference Center
	April 18, 2006 Revisit Modules	April 7, 2006	Columbia Conference Center

Name\_\_\_\_\_

Position\_\_\_\_\_

District \_\_\_\_\_ School\_\_\_\_\_

Street Address\_\_\_\_\_

City \_\_\_\_\_ State\_\_\_\_\_ Zip Code\_\_\_\_\_

Telephone (\_\_\_\_\_)\_\_\_\_\_ Fax(\_\_\_\_\_)\_\_\_\_\_

School E-mail\_\_\_\_\_

Home Street Address\_\_\_\_\_

City \_\_\_\_\_ State\_\_\_\_\_ Zip Code\_\_\_\_\_

Telephone (\_\_\_\_\_)\_\_\_\_\_ Fax(\_\_\_\_\_)\_\_\_\_\_

Home E-mail\_\_\_\_\_